

Year 7 Curriculum Map 2020.21

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
English	Topic	Transition unit - Other Worlds					Plastics - Whose responsibility & Public Speaking					Poetry of other cultures					King of Shadows - class novel and introduction to Shakespeare. Reading project.					King of Shadows and Shakespeare					King of Shadows and Shakespeare																
	Subject specific skills	Reading to infer from fiction; writing to analyse in extended form; PETAL paragraph structure. Writing to describe.					Reading and comprehension, Writing to describe, Writing to summarise, Reciprocal reading, Clarifying, Summarising, Questioning, Persuasive and creative writing, Using plan to control and craft writing.					Features of poetry, Distinctions between poetry and prose. Poetic techniques - TARTWARS, Comparative skills, Creative writing from a viewpoint, How different comparative conjunctions can be used after establishing what the comparisons are, Planning an answer, Judicious selection of evidence.					Prediction, Inference, How structure is used to effect, Structuring a PETAL paragraph, Writing from a viewpoint, Providing evidence.																										
	Values, learning skills, cultural capital	Developing resilience in independent analysis of fiction, planning own extended writing					How language can be used to create viewpoints, Group work, Global and environmental awareness, Current affairs, The power of English as a tool to create change, English as a functional tool, Group work.					Group work, resilience, memory skills, spoken language skills, Understanding of common values and experiences across different cultures, Acceptance and tolerance, Poems from GCSE and other cultures					Social/historical context, Group work; respect; independence; resilience, recall; organising ideas, Considering the impact of intertextuality, How to tailor writing or speaking for an audience, Exposure to different viewpoints. Rhetorical and persuasive language. Controlled/crafted persuasive speaking; vocabulary for effect. Verbal interpretation – tone/mood/intention. Writing an unseen style response																										
Maths	Topic (Stage 5 - 7A4, 7A5, 7A2)	Numbers & the Number System		Counting & Comparing		Calculating		Visualising & Constructing		Calculating: Multiplication & Division		Shapes		Pattern		Exploring Time		Exploring Fractions, Decimals & Percentages		Measuring Space		Investigating Angles		Calculating Fractions, Decimals & Percentages		Calculating Space		Checking, Approximating		Mathematical Movement		Presentation of data											
	Subject Specific Skills	Identify multiples and factors of a number		Count forwards and backwards through zero		Use columnar addition and subtraction with numbers of any size		Identify and construct diagrams of 3D shapes		Long multiplication up to 4 digits by 2 digits, Divide 4 digits by 1 digit using short division & interpret remainders		Identify regular & irregular polygons		Count in steps of powers of 10		Convert units, interpret tables		Understand that per cent relates to number of parts per hundred. Write decimals as fractions		Convert between adjacent metric units for length, capacity and mass		Measure and draw angles		Add and subtract fractions with denominators that are multiples of the same number		Calculate the area of rectangles		Rounding to 1 decimal place		Carry out and describe translations and reflections		Solve problems using information presented in a line graph											
	Topic (Stage 6 - 7A3 7Z3)	Numbers & the Number System		Calculating		Division		Visualising & Constructing		Investigating Angles		Algebra: Using formulae		Exploring Fractions, Decimals & Percentages		Proportional Reasoning		Pattern Sniffing		Measuring Space		Properties of shapes		Calculating Fractions, Decimals & Percentages		Solving Equations		Calculating Space		Checking		Movement		Measuring & Presentation of data									
	Subject Specific Skills	Multiply and Divide numbers up to 3 decimal places by 10, 100, 1000		Solve multi-step problems involving addition, subtraction and/or multiplication		Use long division to divide numbers up to four digits by a two-digit number		Draw 2D shapes, Recognise, describe and construct 3D shapes, including nets		Find missing angles at a point and on a line.		Use simple formulae expressed in words		Write a fraction in its lowest terms by cancelling common factors. Know standard equivalences		Use simple ratio to compare quantities		Generate/ describe a between number sequence		Convert between metric units		Use the angle sum of a triangle and quadrilateral to find missing angles.		Add & subtract fractions & mixed numbers with different denominators. Multiply fractions in simple cases. Find percentages of quantities		Express missing number problems algebraically		Calculate the volume of cubes and cuboids		Estimate solutions		Coordinate s in four quadrants		Calculate & interpret the mean as an average of a set of discrete data									
	Topic (Stage 7 - 7A1 7Z1 7A2 7Z2)	Numbers & the Number System		Counting & Comparing		Calculating		Visualising & Constructing		Shapes		Algebra: Tinkering		Exploring FDP		Proportional Reasoning		Pattern Sniffing		Measuring Space		Angles		Calculating Fractions, Decimals & Percentages		Solving Equations		Calculating Space		Checking		Mathematical Movement		Presentation of Data		Measuring Data							
	Subject Specific Skills	Use positive integer powers and associated real roots		Order positive and negative integers, decimals and fractions		Apply the four operations with decimal numbers		Use notation for labelling angles, (equal) lengths & parallel lines		Apply the properties of shapes		Simplify expressions, multiplying a single term over a bracket. Substitute numbers into formulae		Write a quantity as a fraction		Divide a quantity into a ratio		Find the position-to-term rule		Solve problems involving converting between metric units		Reason using angle vocab.		Add, subtract, multiply and divide with fractions and mixed numbers. Use multiplicative reasoning to interpret percentage change		Solve linear equations in one unknown		Calculate surface area of cubes and cuboids		Check calculations		Understand & use lines parallel to the axes, y = x & y = -x		Interpret and construct tables, charts and diagrams		Interpret, analyse and compare the distributions of data sets							
Values, learning skills, cultural capital	Working with others and verbal communication										Presentation and Written Communication										Problem Solving and Developing Resilience										Presentation and Written Communication												
Science	Topic	Skills			Particles			Forces			Cells			Solar Systems			Chemical reactions			Reproduction			Magnetism			Electricity			Ecology														
	Subject specific skills	Variable, Table design, Averages			Devising questions			Analysis - spotting patterns.			Scientific literacy			Presenting data: tables and graphs, devising questions (hypothesis)			Scientific numeracy - averages			Scientific literacy			Planning, working scientifically			Series and parallel and faulty batteries play dough LED models that work not design with misconceptions			Avoiding bias														
	Values, learning skills, cultural capital	Cultural Capital: Transferability of Science: Key understanding of 'How Science Works' that can be applied across any and all disciplines that require investigation as a key focus. Developing key independent planning			Content: Students start to build and expand models that they have from primary school that they can use to explain everyday phenomena. Cultural Capital: Scientific literacy: Devising questions to investigate the world around them			Cultural Capital: Science-related roles: Engineering careers links opportunity.			Learning Skill: Vocabulary retrieval techniques. How to revise and learn key ideas effectively.			Cultural Capital: Science-related attitude: Inspiring awe and wonder! Understanding our place in the universe, including science and religion.			Cultural Capital: Transferability of Science: Safety in the world: fire extinguishers and their applications.			Learning Skill: Vocabulary retrieval techniques. Cultural Capital: Understanding the views of others, and how to approach a subject that is potentially sensitive. Science-related attitude: Understanding the world around you.			Cultural Capital: Science literacy: Independence to question and investigate natural phenomena			Cultural Capital: Science-related roles: Links to future careers within STEM. Understanding the world around you.			Cultural Capital: Transferability of Science: Global biodiversity change awareness. Transferability of Science: Role of zoos (zoo trip). Transferability of Science: Developing a wider appreciation for human impact on the environment both a macro and an individual scale.														
French	Topic	Self & Family						France						School						Free-time (& -er verbs)						Where I live & Town						Holiday plans											
	Subject-Specific Skills	Listening, Speaking - pronunciation, Reading, Writing - accents, Grammar, Translation. Positive and negative sentences; justification						Weather, geography and christmas in France						Listening, Speaking - pronunciation, Reading, Writing - accents, Grammar, Translation						Listening, Speaking - pronunciation, Reading, Writing - accents, Grammar, Translation						Listening, Speaking - pronunciation + role plays, Reading, Writing - accents, Grammar, Translation																	
	Values, learning skills, cultural capital	Understanding types of greetings in another country, accents and pronunciation; typing French accents; avoir + ages; revisit phonics; note-taking. Vocabulary learning strategies: flashcards (memory game); look, say (mwb); peer test (mwb); spelling aloud; gender of nouns; position of adjectives; adjective agreement. Verb forms. Adjective agreement and word order						Listening, Speaking - pronunciation, Reading, Writing - accents, Grammar, Translation						Nouns with partitive articles; ICT: design a menu. Numeracy link: making graphs to compare people. Tolerance; appreciation of differences between cultures; ICT link: research francophone school						Recognising and using -er verbs in the 1 form; regular -er verb paradigm. Verb forms -> word order. Revision skills.						Revisit verbs of opinion and reasons, il y a + indefinite articles; introduce negative, Revision strategies; responding to and improving on feedback; definite articles, irregular verbs. Cultural link: learning about a town in France. Infinitive constructions ICT link: making a poster to advertise your town / area.						Near future tense, numbers & prices. Numeracy link: calculating bill & tip											
History	Topic	Introduction to History, Iron Age Wotton						1066 and the Norman conquest						Life in Medieval England						Monarchs, nobles and knights						Who rules? Source unit.						The Tudors						Meanwhile, elsewhere					
	Subject-Specific Skills	Chronological order, Calculating Centuries, Primary and Secondary sources, Recognising bias in sources / evaluating reliability, Reading for purpose and scanning and skimming.						extended writing - practising moving beyond describing and forming balanced arguments.						To generate questions about a relatively unknown topic. Using primary sources, making inferences.						Using sources to test a statement is correct. Introduction to a basic version of QOPE						Memory techniques. Explain cause and consequence. Understanding historical interpretations.						Black Tudors, voyage of discovery, Magellan's circumnavigation, India's movie start emperors											
	Values, learning skills, cultural capital	History of our island and the beginnings of an ordered system of government. Knowing that the Romans invaded the island of Britain and that we have strong connections to other European nations.						The ties between England and Europe e.g. Viking connections through Canute, Godwinson and Normandy, links and connections between English/British Christmas traditions and Medieval Christmas traditions						To gain an understanding about apprenticeships and the works of guilds. Medicine through time and the control of modern infectious diseases. To understand how an investigation works and the job of a coroner						To understand how the signing of the Magna Carta fits in to the evolution of democracy in Britain. To understand how the Peasants' revolt impacted national and local politics e.g. the foundation of KLB						To investigate the origins of Protestantism and the Church of England.						For non-European history to be investigated											
Geography	Topic	What is a geographer?						How do we use our natural planet as a resource?						What is an economy?						What is weather and climate?						Is the geography of Russia a curse or benefit?						Why are rivers important?											
	Subject-Specific Skills	Locate and describe places using latitude and longitude. Demonstrate ability to use OS maps.						Progressing map skills. Communicate views about the need to use natural resources sustainably. Use new geographical terminology linked to Earth's spheres.						Use statistical data to draw a graph to show how the UK economy has evolved. Decision making. Compare an OS map with an aerial photo to identify location factors for a car plant and a port. Use new geographical terminology.						Use the synoptic code, weather charts and satellites to analyse weather patterns. Interpret and draw climate graphs for the UK. Interpret climate maps for the UK and the world. Describe and explain weather patterns and the climate of the UK. Use new geographical terminology – weather and climate. Conduct a geographical enquiry.						Interpret and draw climate graphs. Interpret climate maps. Use atlas maps and photos to investigate. Use GIS/GoogleEarth. Interpret and analyse a range of geographical data. Use enquiry questions to describe and explain the physical landscape. Explain the differences between climates. Describe and explain population distributions.						Compare an OS map with an aerial photo. Use an OS map to draw a cross-section of a river-valley. Describe and explain how rivers create landforms.											
	Values, learning skills, cultural capital	Cultural capital: Awareness of the location of the UK in the wider world. Key continents, seas and countries in Europe. Learning skill: Ability to read and use maps (life skill).						Cultural capital: Awareness of the exploitation of resources (e.g. oil, water, energy) and how we can as individuals and through governments manage this sustainably. Learning skills: Extended writing: how to identify, describe and explain.						Cultural capital: To be aware of the different categories of jobs on offer by sector and the importance of farming as an economic activity in the UK as well as manufacturing and tourism. To understand the importance of trade and globalisation which will affect all individuals and lives of students in the future. Learning skills: Decision making skills.						Cultural capital: To understand how meteorology is studied and recorded and the effects in people's lives. Learning skills: How to conduct an enquiry. Numeracy: Using data to construct of a climate graph.						Cultural capital: To be aware of a major world power and its influence in the World as well as some of the potential challenges this may create. Learning skills: Use of GIS and technology.						Cultural capital: To be aware of an issue in the news 'flooding' and to be aware of the causes and how this may be managed. Learning skill: Numeracy/ graphics: Construction of cross sections. Fieldwork opportunity (potential) to investigate how rivers change downstream.											
Art	Topic	Formal Elements: Including Sketchbook cover, line, tone, artist analysis, colour and final piece																		Portraits: Including portrait proportions, tone, artist analysis, artist interpretation																							
	Subject-Specific Skills	Layout/composition, visual language, fonts/shape, use of line, tonal range, light and shade, Shadows, highlights, Blending, colour wheel, tints and shades, primary, secondary, contrasting, harmonising, planning, purpose.																		Layout/composition, use of space, stylised fonts. Line of symmetry, guidelines, use of shapes, Shadows, light and gradual shading. Understanding of different techniques and processes.																							
	Values, learning skills, cultural capital	Self/identity, Imagination, Creativity.						Develop confidence when talking about art work. Give own opinions with reasoning/evidence PEE. Understanding of what is Art and the purpose of art						Confidence with mixing and applying colour. Sense of pride in final outcome						Independence, Concentration, resilience.						Using maths to work out proportions. Diversity - understanding visual differences in people. Directing own development. Comparing different styles of art.						Sense of pride. Taking on peer advice											

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PE	Topic	Induction	Outwitting Opponents: Fundamentals and Skills Development					Net/Wall Games			Health Related Fitness			Creativity through dance and gymnastic activities.					Decision Making in game situations					Summer Games					Athletics Activities											
	Subject-Specific Skills	Develop fundamental skills, warming up and principles of safety.	Developing fundamental sport specific skills of passing, movement and creating space in isolation and small sided games. (Rugby, Football, Netball, Hockey, Basketball)					Developing core racket/bat skills in isolation & conditioned games, defensive & attacking principles, overhead clear, backhand, serving, net play			Cross Country: pacing and planning, running technique and competitive running. HR; Principles of HR and training.			Dance; Dynamics, space, gesture, relationships, performance, footwear, travel. Gymnastics; Flight, balance, rotation, travel, movement					Tactics, Positioning, attacking and defensive principles in small sided and full competitive game situations.					Cricket/Rounder's; Batting, bowling, catching, fielding, game play tactics. Tennis; developing core skills of forehand, backhand and overhead shots. Application to small sided and fully competitive games.					Developing the fundamental skills or throwing, running and jumping and applying them to sport specific skills of the individual athletics disciplines.											
	Values, learning skills, cultural capital	Teamwork – We are committed to a positive team environment, where every person is a valued member, treated with respect, encouraged to contribute and recognised for their efforts.							Accountability – We accept our individual and team responsibilities and we meet our commitments. We take responsibility for our actions.			Respect – We treat others with respect and sensitivity, we respect all individuals and their contributions.			Gratitude – we appreciate the effort of others and the contributions they make.					Empathy – We understand the feelings of others and respond appropriately					Trust – We trust in the opinion of others, and support each other in achieving our goals.															
		Promote a love of physical activity and the confidence to participate for students of all abilities. Allow students to develop knowledge and skills to be physically active and healthy later in life. Understanding and applying rules. Decision-making skills when under pressure. Commitment, determination & perseverance. Problem-solving. Reflection and evaluation of performance. Cultural capital developed will include: democracy, the rule of law, individual liberty, mutual respect and tolerance. We show qualities of sportsmanship in everything that we do.																																						
RE	Topic	Introduction / What is the Big story in the bible?							What was so radical about Jesus?							What is good and what challenging about being a teenage Sikh, Muslim, Buddhist and Christian in modern Britain?							What is the value of sacred places and spaces? What difference do sacred journeys make? Spirited arts project.																	
	Subject-Specific Skills	List, name, describe, explain. Interpretation, comparing & contrasting, analysis, evaluation. Personal reflection, expressing own ideas, expressing insights, asking questions, contemplating meaning for oneself																																						
	Values, learning skills, cultural capital	Knowledge and understanding of UK as Multi-ethnic, Multi-faith and culturally diverse. Appreciation and development of tolerance and sensitivity to the beliefs and values of others. Highlighting the dangers of discrimination and prejudice, and the misuse of the media, social media etc. Knowledge and understanding of UDHR, the dangers of when rights are denied and the value of human life and dignity. Critical thinking skills about the actions and impacts that values and beliefs of others can have. Critical thinking about contemporary ethical and moral issues that are prevalent in our society and globally including but not restricted to: War/ conflict, Use of technology, Climate change and solutions, Medical dilemmas e.g. cloning, abortion, euthanasia etc. Social Justice, Knowledge of the 'make-up' of the British landscape in terms of: Role and significance of religion (Christianity and others) in our constitution, British traditions and customs, 'British Values' that link to or derive from Christian (and other) religion e.g. Democracy, Rule of Law etc																																						
Design Technology	Topic	Textiles: Felt pencil case					Woodwork: Pencil box					Metalwork: Bike lock					Food & Nutrition					Graphics: Introduction to graphic and presentation skills					CAD: Introduction to 2D & 3D design. 2D Design & SketchUp.													
	Subject-Specific Skills	Tying fabric for resist dying, Dying fabric, ironing to fix dyes/remove creasing, Pinning/Cutting out of calico, Pocket fraying for decoration, Pocket applique and tacking to bag front, Main assembly of bag, Finishing with casing for drawing fastening					Accurate marking out using ruler, Using a try square, Using a tenon saw + bench hook, Securing work in a vice, Using jigs for accuracy and repeatability, Assembling components, Using PVA, Applying a finish					Using jigs and templates, Marking out on metal, Securing work, Cross filing, Draw filing, Using a pillar drill, Facing off and chamfering on the metal lathe, Using the forge and mushrooming, Plastic dip coating, CAD/CAM stickers					Basic principles of hygiene, Safety in the kitchen, General practical skills, Basic knife skills, Preparation of fruit & veg, Weighing & measuring, Application of the Eat well guide, Safe use of different areas of the cooker, Use of different cooking methods, Practical awareness of heat transfer into food, Ability to work in a team					Use ruler to measure in mm, Use pencil to draw bold/faint lines, Draw basic solids in orthographic, Draw basic single point perspective, Draw basic two point perspective, Draw basic solids in isometric, Use tone for shading, Render different materials, Draw lettering					2D Design simple shapes, 2D Design Fill Tool, 2D Design complex shapes, 2D Design preparing for CAM, SketchUp basic shapes, SketchUp materials/shadows, SketchUp Follow me tool, Sketchup dimensions													
	Values, learning skills, cultural capital	Cultural development; Fashion designers, Different world cultures, Traditions of dye dying					Moral development; Wood as a renewable resource, Managed forest, Forest Stewardship Council FSC					Social development; Bike theft, Security, Steel as a finite resource - World demand?					Nutrition, Eatwell guide					Cultural development, graphic designers, how designs are interpreted differently around the world in various cultures, allow others to understand your communication through designing					Personal Development; CAD/ CAM Industry, Car manufacturing - electric cars, Workforce careers													
Music	Topic	Africa																																						
	Subject-Specific Skills	Introduction to rhythm, ability to identify the elements of music (pitch, tempo, duration, texture, structure, dynamics, timbre), drawing and recognising basic notation; crotchet, quaver, minim, time signatures, singing as a class, improvisation, African drumming techniques															Song writing												Programme Music											
	Values, learning skills, cultural capital	Ensemble skills (social development, team work), initial engagement with subject, cultural awareness (Africa)															Opportunity for creative expression, exposure to an increased range of instruments, connection with current genres and areas of interest, development of ensemble skills												Experience of music technology, relevance to industry (careers), cross-curricular links, building sense of community and encouraging wider application of skills and knowledge, team work, varied creative opportunities through composing and performing											
PSE	Topic	Health & Well-being: Transition and safety					Living in the wider world: Developing skills and aspiration					Relationships: Diversity					Health & Well-being: Health and puberty					Relationships: Building relationships					Living in the wider world: Financial Decision-making													
	Subject-Specific Skills	How to identify, express and manage their emotions in a constructive way, how to manage the challenges of moving to a new school, how to establish and manage friendships, how to improve study skills, how to identify personal strengths and areas for development, personal safety strategies and travel safety, e.g. road, rail and water, how to respond in an emergency situation, basic first aid					How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity. About a broad range of careers and the abilities and qualities required for different careers, about equality of opportunity, how to challenge stereotypes, broaden their horizons and how to identify future career aspirations, about the link between values and career choices.					About identity, rights and responsibilities, about living in a diverse society, how to challenge prejudice, stereotypes and discrimination, the signs and effects of all types of bullying, including online, how to respond to bullying of any kind, including online, how to support others.					How to make healthy lifestyle choices including diet, dental health, physical activity and sleep, how to manage influences relating to caffeine, smoking and alcohol, how to manage physical and emotional changes during puberty, about personal hygiene, how to recognise and respond to inappropriate and unwanted contact, about FGM and how to access help and support.					How to develop self-worth and self-efficacy, about qualities and behaviours relating to different types of positive relationships, how to recognise unhealthy relationships, how to recognise and challenge media stereotypes, how to evaluate expectations for romantic relationships, about consent, and how to seek and assertively communicate consent.					How to make safe financial choices, about ethical and unethical business practices and consumerism, about saving, spending and budgeting, how to manage risk-taking behaviour													
	Values, learning skills, cultural capital	Transition to secondary school and personal safety in and outside school, including first aid					Careers, teamwork and enterprise skills, and raising aspirations					Diversity, prejudice, and bullying					Healthy routines, influences on health, puberty, unwanted contact, and FGM					Self-worth, romance and friendships (including online) and relationship boundaries					Saving, borrowing, budgeting and making financial choices													
Drama	Topic	Introduction to Drama (including Pantomime piece)															Murder Mystery (including script writing element)															Storytelling (different forms)								
	Subject-Specific Skills	+ Exaggeration; breaking the fourth wall; stock characters; comedy; staying in role; pantomime; call and response;															+ Script writing; character development; role on the wall; stream of consciousness; technical elements - lighting; red herring; suspense; mystery; dramatic irony; flashback; backstory; hot seating; narration; thought track; soundscape; physical theatre; stage directions; staging;															+ Forms - mime, exaggeration (melodrama); interpretation; chorus; cloaking; placard; stock characters; slapstick; technical elements - music; silent movies; non-naturalistic;								
	Values, learning skills, cultural capital	+ Engaging an audience; understanding and emulating a style/genre; voice projection; organising an negotiating outside-lesson work with peers;															+ Health and safety using technical equipment; focus on literacy; [possible links with PSE regarding law, responsibility and consequence];															[Link with Music: 'Program Music' topic; scope for creating music as a way of storytelling to accompany silent movie performance] + Cross curricular, holistic learning; transferable skills; historical links - cave drawings, silent movie era;								
		ECM Enjoy and achieve; make a positive contribution; pride and ownership; finding your voice; self-esteem. PLTs: Independent enquirers; creative thinkers; reflective learners; team workers; self-managers; effective participants. SEAL: Empathy, Self-Awareness, Mental Well-being, Motivation, Social Skills. Within Key Stage 3, we hope children will also develop skills such as communication, analysis, evaluation, organisation, resilience, adaptability, perseverance, independence, vision, collaboration, compromise, respect, trust, and confidence.																																						
Spanish	Topic	Introducing self, greetings, age, birthday, classroom items (&Christmas)					Self (& family, pets, physical description, comparisons)					School					Free Time																							
	Subject-Specific Skills	Learning numbers, months, using tener, using HAY + nouns, SONG to understand instructions, Christmas in Spain					HF verb, Nouns, MF, PL, Adjectival agreement, verb conjugation, using verbs to express a wish/desire, conjugating SER, article hair/eyes, using mas/menos					Estudiar, school subject nouns, telling the time, regular ar/er/ir verbs					Using hay / hace / está / llueve / nieva. Free time verbs conjugation. Recap days & frequency. Opinions & reasons. Future tense. Reading and comprehension skills																							
	Values, learning skills, cultural capital	Social skills, Accents & pronunciation, word order, Christmas traditions in Spain, rules for plural nouns CC = Spelling out Hispanic cities / Famous people					Basic common structure, article & noun agreement (inc rules for plural nouns), verb conjugation, order of adjectives, replacing verbs to broaden dialogue, reflection on ways to improve, word order, verb conjugation					Article and noun agreement, telling the time in Spanish, practise asking qstns, back to front verbs, word order CC: Easter and la semana santa					Use JUGAR, HACER or PRACTICAR. Verb conjugation, conjugation of irregular verbs, vocab for frequency, back to front verbs, future tense structure, general knowledge of hispanic people and sports																							
Chinese	Topic	Intro & basics			Numbers			Emotions			Writing system			Family			Animals			Indoor hobbies			Sports & Current affairs, Calligraphy																	
	Subject-Specific Skills	Chinese strokes, recte poem, chine's name, Basic conversation			Recognise character & pinyin. Writing characters, asking someone's age & answering in Chinese.			How to remember pinyin sounds & vocab			Identify radicals. Writing & oral parts of Chinese.			Radicals to show female members of families, character recognitions and writing. Writing longer pieces in characters.			Recognise & writing characters for animals. Singing in Chinese			Recognise verbs & nouns in isolation and in compounds. Review all topics			Recognise pinyin & characters for sports. Asking about preferences. Writing characters.																	
	Values, learning skills, cultural capital	Chinese poetry, Tang dynasty, Chinese history, calligraphy.			Understand prices in shops through non-verbal communication. Communication skills, Recent typing in Chinese, using chopsticks.			Build confidence with memory re-call			Make & use flashcards. Understand radicals & components			Chinese concept of 'mouths' to feed, population pyramids, Mao's population policy, 1980's 'one-child' policy			Chinese zodiac, story-telling. Build confidence in communicating. Reading longer passages. Repetition to consolidate learning.			Importance of having a range of hobbies. Memory recall			Morning exercises, metacognition. Current hot topics in China and awareness of what makes the news in UK compared to China. Build on calligraphy skills. Be aware of Chinese traditions. All topics reviewed.																	
Japanese	Topic	Introduction			Greetings, Hiragana characters, numbers, Zodiac animals, New year in Japan, Classroom objects			Hiragana characters contd.			Family words, likes & dislikes, sentence building, Hiragana small tsu/ya/yo/yo			I adjectives, hiragana consolidation, express opinions & reasons			Traditional Japanese hobbies			Project on Japanese culture																				
	Subject-Specific Skills	Greetings, numbers, Hiragana vowels, likes/dislikes, cultural awareness			Spoken Q/A, written sentences, recognising meaning			Spoken & written Q/A to identify & locate objects			Spoken & written Q/A to talk about dis/likes Recognise & translate meaning from sentences and short paragraphs			Read/listen to sentences or a short passage including about family including all topics covered Memorise a spoken introduction to own family Write short sentences from memory describing family; a short paragraph using resources			Building and understanding longer sentences with family member day, description, verb wa/wo/to/ni shimasu			Incorporate language learnt so far in a broader context																				
	Values, learning skills, cultural capital	Key learning strategies			Culturally relevant greeting, strategies for learning Hiragana characters, Introduction to global IME. Understanding Japanese new year traditions			Cultural differences in defining location relevant to speaker/listener			Traditional Japanese family structure			Traditional Japanese hobbies			Build up knowledge of useful websites Practise research skills																							